Needs Assessment
pg. 20-22

▶ Gathers & Analyzes Data and Evidence

▶ Rates Performance Against Evaluative Criteria

▶ Identifies Current Levels of Performance

▶ Targets Priorities for Performance Change

Needs Assessment

Data & Evidence Process

- ✓ **Gather/Collect**
- ✓ **Analyze**
- ✓ **Prioritize**
- ✓ **Root Cause Analysis**
- ✓ **Summarize**

Indicators Evaluated in 1st Year

- ➤ <u>1.1- Self-Regulation Skills</u>
  - Both Parts (Elem. & Middle Levels)
    - IEP Teams evaluate and put goals into IEPs
    - Teachers Plan and Use multiple means to engage students
- ➤ <u>2.2- Behavioral Supports</u> (High Schools)
  - IEP Teams consider and implement behavioral supports

✓ Gather Data and Evidence

Measuring Actions of Groups re: Implementation of **Evidence Based & Promising Practices** (EBPPs)

► Instruction Indicator- Self Regulation

   ► IEP Teams <u>Evaluate</u> and <u>Include in IEPs</u> (EBPPs)

   ► Teachers <u>Plan and Use</u> (EBPPs) in lessons

► Support Indicator- Behavior

   ► IEP Teams <u>Consider and Implement</u> (EBPPs)

✓ **Gather Data and Evidence**

▶ Perceptual- Surveys

   ▶ <u>Respondents</u> Rate their opinion of people's actions

   ▶ Requires Respondents to have a clear understanding of the actions that they're rating- Inter-rater reliability

   ▶ Requires Respondents to have a clear understanding of the rating scale- Inter-rater reliability

▶ Observational- File Reviews

   ▶ A <u>Trained Team</u> Reviews files and looks for specific evidence

   ▶ Requires Team to have a clear understanding of the actions that they look for- Inter-rater reliability

   ▶ Requires team to have a clear understanding of Observation criteria and whether to count it or not- Inter-rater reliability

✓ **Gather Data and Evidence**
Both Types will provide:

Quantifiable Data
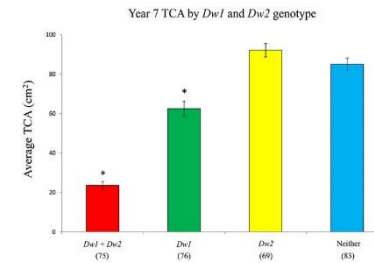
▶ Surveys- **Rating Score**

  ▶ Overall Score or can be Sub Aggregated by Respondent Type, School, District, etc.

▶ File Reviews- **Frequency Score**

  ▶ Overall score or can be Sub Aggregated by File Type, School, District, etc.

Data and Evidence

✓ **Indicator determines the type of Data!**

Perceptual or Observational?

What action do we want to know more about?

Instruction-
Self-Regulation

▶ Action- **IEP Teams Evaluate and Include in IEPs**

  ▶ Observational- File Review

   ▶ **Evaluate-** Profile, PLAAFP

   ▶ **Include in IEP-** Goals, Behavior Plan (EBPPs)

▶ Action- **Teachers Plan and Use**

  ▶ Perceptual- Survey

   ▶ **Plan**- Lesson Plans

   ▶ **Use**- Lesson Delivery

Supports- Behavioral

▶ Action- **Teams Consider and Implement**

  ▶ Observational- File Review

    ▶ Related Services or Accommodations, Modifications, Adaptations, FBA leads to BIP

  ▶ **Or**, Perceptual- Survey System Supports-

    ▶ Early Warning Systems, MTSS-B, Re-Entry Programs, Drop-out Prevention, etc.

Surveys- Focus on EBPPs

❖ **Consider**
  ○ **Respondents**- Whose **Actions** are you measuring?
    ○ Sampling or Census?
    ○ Inter-rater reliability
  ○ **Validity**- Is it gathering what you want to gather?
    ○ Implementation of Evidence Based & Promising Practices
    ○ Current Level/Preferences
  ○ **Response Rate**
    ○ Length
    ○ Administration- How & Schedule
    ○ Collection
  ○ **Sub-Aggregation Desired**

File Reviews- EBPPs

❖ **Consider**
- **Team**- Inter-rater Reliability
  - What and Where to Look?
  - Observation Criteria- In or Out?
    - Includes Evidence Based & Promising Practices
- **Files**
  - Student Population
  - Sampling or Census
- **Validity**- Are you gathering what you want to gather?
- **Schedule**
- **Collection**
- **Sub-Aggregation Desired**

Standardized Forms

▶ File Review-

  ▶ Developed and Trialed by Work Group- Available Now

▶ Surveys- Need to be Developed- Available in Fall

Needs Assessment

✓ **Analyzing Data & Evidence**

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❖ **Consider-**

- Leadership Team or Committee?

- Data Set(s)- What Data and Format?

- Analysis Activity- **Quick** Observations, Prioritize for Summary
  - ○ Single Data Set- Small or Large Group Activity- "PopCorn"
  - ○ Two or More Data Sets-
    - ▶ Carousel- Small or large group Rotates to each data set. All participants make observations of all data sets.
    - ▶ No rotation- Small or large group considers a single data set but does not rotate to the other data set(s).

- Record Keeping

✓ Analyzing Data & Evidence

➢ **Data Analysis Activity-**

- ▪ Statements- Objective/Nonjudgmental/Data Based
- ▪ Positives and not so Positives
  - ▪ Examples-
    - ▶ OK- Out of 15 IEPs, 8 contained goals for self-regulation skills, or, Approx. ½ of the 15 IEPs contained goals for self-regulation.
    - ▶ OK- School A had 6 out of 15 IEPs with goals for SR. School B had 9 out of 12 IEPs with goals for SR.
    - ▶ Not OK- Most, Some, Very few of the IEPs had goals for self-regulation.
    - ▶ Not OK- School A has a lot fewer IEPs with SR goals than School B.

✓ Analyzing Data & Evidence

► **Prioritize** for Inclusion in the Summary-

  ► Which most accurately describe current implementation of evidence based practices throughout the unit, at each district, or at each school?

  ► Which are most useful in rating performance using the 4 Level Performance Rubrics of the Model?

✓ Analyze Data & Evidence

▶ Conduct a **Cause Analysis**- What is the reason that the performance data is the way it is? Positive & Negative

  ▶ **Knowledge, Skills, Attitudes**

  ▶ Part of Data Collection- Question on Survey

  ▶ Speculation- Why do you think? Identify themes

Needs Assessment

► **Write Summary**

  ► Tell Your Story

  ► Explain Current Implementation of Evidence Based Practices

    ► Celebrations and Concerns

  ► Include Cause Analysis

  ► More "Subjective" Language

    ► <u>Low</u> implementation of EBPPs in <u>most</u> districts.

  ► Sent to Each School

  ► Leads the way to the Rubric Ratings

Needs Assessment

Using the Performance Rubrics

Completing Performance Rubrics
pg. 11-16 & pg. 21

➤ **A Rubric for Each Indicator**

➤ *Will only use the Rubrics for the Indicators that you gathered and analyzed data.*

➤ **Function of Leadership Team- "It's All in the Data, Research and Discussion!"**

➤ Consensus

Completing Performance Rubrics
pg. 11-16

▶ **Develop Common Understanding of Rating Terminolgy**

　▶ Relationship to language used in summary?

▶ **Use Summary-**

　▶ Description of Current Levels-

　　▶ Celebrations and Concerns

Identifying Targets for Improvements
pg. 21

▶ **Targets-**

　▶ Who?

　▶ What Action?

▶ **Consider-**

　▶ Rubric Ratings

　　▶ Division within the ratings

　▶ Cause Analysis

　　▶ Knowledge, Skills, Attitudes or Combination

Identifying Targets for Improvements

- **Consider-** (continued)
  - Doable & Manageable?
    - Current Efforts
    - Support
    - Resource Allocation
    - Infrastructure
  - Adjust, Change, or Add to?
    - Knowledge, Skills, Attitudes

DPI TA- Fidelity
Follow the Process

Data & Evidence Process

Gather/Collect

Analyze

Prioritize

Cause Analysis

Summarize